SUMMARY RESULTS
DISCREPANCIES, ROOT CAUSES, STRATEGIES/PRACTICES

RESULTS DISCREPANCY

■ Finalize a synthesized list for commission of the core results discrepancies that need to be resolved through transformation

- Too many students are not attaining learning expectations

- Too many students, even successful students, are not attaining mastery level understanding and skills needed for 21st century college, careers, and citizenship

- Too large a gap in student achievement across socio-economic and gender cohorts; inequity

- Too many students are not engaged in challenging learning experiences that are relevant to their needs, interests and goals and therefore leave school (physically or emotionally) prior to graduation

■ Translate each discrepancy into a goal statement. Identify proxy indicators for these results and set ultimate target goals as basis of outcomes accountability

- 95% of students meet or exceed proficiency on the reading, writing, math, and science grade expectations

- 95% of students meet or exceed proficiency in select 21st century competencies identified as essential for success in college, careers, and citizenship

- Any achievement gap between socioeconomic and gender cohorts does not exceed 5% on any academic performance measure or on identified student outcomes (i.e. graduation rate; college entry rate; college persistence rate)

- 95% of students report that their learning experiences are relevant and engaging and that they feel their teachers hold high expectations for their performance and support them to attain them

■ Write a 1-2 sentence description of desired student outcomes of public education in 21st century

> Students belong to a sustained, dynamic learning community that supports them to explore and attain deep understanding and full mastery of core knowledge and concepts of 21st century content, habits of mind, personal discipline and character, and the social/collaboration skills required to successfully develop and apply their learning within diverse and complex 21st century challenges relevant to careers, civic participation, college, and lifelong learning.

ROOT CAUSES & HIGH LEVERAGE STRATEGIES

■ Finalize a synthesized list of root causes for commission

> - Current learning expectations lack emphasis on critical content and skills needed for the 21st century demands of college, careers, and citizenship
>
> - Current curriculum and school practices fragment learning, limit opportunity for in-depth intellectual student work over time, and give limited focus to essential 21st century knowledge, concepts, & skills
>
> - Low student engagement in their learning – "school" not relevant or meaningful; academic content often isolated from real applications and skill development; often students not well known and not supported to be an agent of own learning
>
> - Tracking, low expectations for struggling students, passive acceptance of learning inequities between various student cohorts, and the lack of differentiated instruction and flexible pathways make it nearly impossible for a large portion of students to succeed in school
>
> - Obsolete school structures and teaching practices demand that teachers work in isolation, that teachers have limited time and focus to get to know their students well over time, and that teachers have little authority and support to adjust teaching and learning in response to student needs/interests

■ Translate root causes into high leverage strategy & practices

- Lean, focused, rigorous, 21st century learning expectations truly aligned to knowledge and skills needed for college, career, and citizenship readiness

- 21st century teaching and learning practices

   1. Students engage in in-depth intellectual work over time through collaborative inquiry, information analysis, experimentation, and teacher guidance.

   2. Real world immersion supports skill development through applications within rich content and relevant contexts

   3. Learning opportunities have coherence and routinely provide interdisciplinary content and skill development

   4. Use of technology as a learning tool.

   5. Through performance based assessments, students monitor, refine, and manage their own learning and the quality of their own products.

- Personalized learning environments offer lasting and meaningful relationships and individually responsive and flexible learning pathways and school schedules enable all students to achieve the same rigorous learning expectations

- Accountability for student success unites educators and empowers them to make decisions about curriculum, instruction, assessment, use of learning time and resources, and any other factors (e.g. professional development; parent involvement) that directly influence student performance.

- Teachers and administrators are supported in use of 21st century education practices with

   6. high quality preparation programs
   7. substantive, ongoing, job embedded professional development
   8. on-site instructional and leadership coaches
   9. licensure and incentives that encourage high performance
   10. effective school structures (i.e. governance; technology; funding and resources dedicated to learning; personnel and program evaluation systems; staffing patterns; strong parent, community, and higher education partnerships)

■ Write a brief description for each of the 4-6 most significant high leverage change strategies

STRATEGY	BRIEF DESCRIPTION
Learning Expectations	Power standards focus on essential concepts and capability to apply them and develop real world competencies. Traditional academic areas (i.e. ELA; math; science; social studies) are enhanced with interdisciplinary study. 21st century competencies are emphasized and embedded across the curriculum (i.e. critical thinking; use of technology; leadership and collaboration; creativity and innovation; inquiry and investigation; communications; economics; global awareness; entrepreneurship; self-directed learning). Learning expectations are directly and clearly linked to college and career readiness as defined by international benchmarks.
Teaching & Learning Practices	Role of teacher and student are re-defined for 21st century. Students become agents of their own learning and teachers become learning guides and coaches. Learning occurs in interdisciplinary contexts with a heavy focus on applications. Focus is on in-depth learning over time of core concepts and challenging intellectual work rather than rote coverage of broad content. Students revise their work until they reach mastery level performance, as required for college and career readiness. Peer collaboration on substantive projects is a primary practice. Information technology is daily tool for exploring and learning. Time and location for learning adjusts with projects and students. Student learning is supported with community contacts and even national experts in a field. Students work yields real products of value beyond school walls. Skill demonstration occurs during actual performance of tasks and projects, not on teacher developed tests.
Personalized Learning	Student learning experiences are relevant to individual interests, needs, and goals. Students have positive, strong, and long term relationships with peers, teachers, and "mentors". Small learning communities support students to be well known and valued members of a group of 60-100 students working with an interdisciplinary faculty of 2-4 teachers over extended time (over 50% of each day for 2-4 years). Individual progress toward learning expectations is continually monitored and differentiated supports are provided so each student can reach mastery. Differentiated supports are provided to all students during learning activities and some students are also provided with extra support and reinforcing learning opportunities. School choice and flexible learning environments support parents and students to select the opportunities that can best support each student to be successful.

Shared Accountability	An interdisciplinary teacher group is assigned to a common set of students. Because these teachers share the same students, they have collective accountability to ensure that each student attains mastery. They also have joint autonomy to plan learning experiences, decide learning schedules, decide curriculum, instruction, and assessment strategies, and how to expend resources in ways that best support the success of their students. There are school wide learning expectations with rubrics for evaluating student skill demonstrations, but the assigned teacher group has autonomy for determining how best to support their students to attain the learning expectations.
Educator Support	Standards of practice for teachers and administrators have been clearly articulated and there is ongoing feedback and reflection on how actual performance aligns with desired practices. Teachers and administrators are well supported with professional development, coaching, and with strong professional networks both within and outside the school. School structures and work protocols that hinder desired performance are adjusted. For example, if learning opportunities are limited by short class schedules the school schedule is adjusted to better support student learning. If a principal struggles with providing educational leadership because of operational duties (e.g. facilities; transportation; fiscal management), such responsibilities are re-assigned to enable time for in-depth educational leadership tasks. Incentives and performance accountability drive educators toward high performance.